

Texas Education Agency Standard Application System (SAS)

2014-2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; transform: rotate(90deg);"> Received Texas Education Agency 2014 JUN 23 PM 12:33 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Lorenzo ISD		P. O. Box 520	
Mailing address line 2	City	State	ZIP Code
3rd and Polk	Lorenzo	TX	79343
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
054902	054902001 & 054902102	17	13
			DUNS #
			005214382

Primary Contact

First name	M.I.	Last name	Title
Jerrod		Pickering	Superintendent
Telephone #		Email address	FAX #
806-634-5591		jepickering@lorenzoisd.net	806-634-5928

Secondary Contact

First name	M.I.	Last name	Title
Matt		Birdwell	Principal
Telephone #		Email address	FAX #
806-634-5591		mbirdwell@lorenzoisd.net	806-634-5928

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jerrod		Pickering	Superintendent
Telephone #		Email address	FAX #
806-634-5591		jepickering@lorenzoisd.net	806-634-5928
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence Innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This application addresses each of the required practices.

Induction The district will develop an induction program for teachers new to the classroom and/or new to Lorenzo ISD. The induction program will include a review of all district policies and procedures, an introduction to available curriculum resources, an overview of the 1:1 computer program expectations at all grade levels, and a comprehensive "Who to Call" guide. The intent is to provide answers to "burning questions" and a guide to district and Region resources.

Mentoring The district will visit area school districts with recognized mentoring programs and participate in mentoring training as it develops a mentoring program for teachers new to the classroom and new to Lorenzo ISD. Teachers who have been at Lorenzo three years or more will participate in the training and be eligible to be selected as a lead mentor or resource teachers. Lead mentors will receive a stipend.

Evaluation Lorenzo ISD has been selected to participate in the TEA State Pilot Assessment Program. Training will begin in Spring 2014 and will be provided by TEA on a (yet to be announced) timetable. In addition, the district will have 360 Walkthrough training and implement the walkthroughs in Fall 2014.

Professional Development A number of professional development opportunities are included in the grant application.

District-wide training will include:

- * Professional Learning Communities
- * Collaboration
- * Mentoring
- * Presentation Skills

Reading, Math, Science and Technology Teachers will receive stipends to complete Master Teacher Certification approved by the TEA. Each of the programs requires approximately 24 hours college credit.

One teacher will receive a stipend to complete technical certification to help support the guidelines outlined in HB5.

Teachers will have the opportunity for stipends to complete additional college work or to work toward advanced degrees.

Paraprofessionals will have the opportunity for stipends to seek teaching credentials in approved teacher education programs.

Over the course of two years, all teachers will have the opportunity to attend a pedagogy conference (for example: ASCD, TCEA, SxSW). Teachers will attend in teams, with an administrator, and will be expected to share the knowledge gained with their peers in formal presentations following the conferences.

Collaboration All teachers and staff will participate in collaboration training and will work with a university professor to build a Professional Learning Community.

Teachers will be encouraged to build statewide networks by active participation in professional associations and attendance at statewide conferences.

Teaching schedules will be adjusted to allow time for teachers to discuss and share teaching strategies with their peers.

Collaborative programs will be developed with area colleges of education to bring faculty on to the Lorenzo ISD campus and to involve Lorenzo ISD faculty and administrators in college meetings and presentations.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Strategic Compensation and Retention Lorenzo ISD believes that providing teachers the opportunity for professional growth that will add value to their education and credentials is an effective financial incentive. With that in mind, the district will provide funds to support Master Teacher Certification, Industry Certification, graduate work and teacher certification (for paraprofessionals). A variety of other professional growth opportunities will also be available.

New teachers who successfully complete the two-year probationary period will receive a bonus/stipend.

Recruiting and Hiring Lorenzo ISD will continue existing partnerships with three area colleges of education. New recruiting materials will be developed for more professional presentations. University faculty will be invited to campus and district faculty and teachers will seek opportunities to participate in college of education meetings and presentations.

Incentives will be paid to teachers who indicate early in the end of the academic year (end of November) that they will not be returning in the coming year. This will allow the district to request student teachers for those classrooms for the spring semester. This will allow the district extended observation and evaluation of potential new teachers and will give the student teachers an opportunity to transition to a full-time position.

Career Pathways Teachers will have opportunities to earn Master Teacher Certification and Industry Certification that will provide outstanding credentials for advancement. Teachers anxious to earn advanced degrees that will lead to advancement in the district will be supported. Paraprofessionals working in the district will have the opportunity to earn college degrees that will lead to professional employment.

Overall, Lorenzo STUDENTS will have a stronger, more professional faculty with implementation of the activities proposed in this grant application.

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Schedule #6—Program Budget Summary									
County-district number or vendor ID: 054902				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs		
Schedule #7	Payroll Costs (6100)	6100	50300	\$	50300	60800	\$	60800	
Schedule #8	Professional and Contracted Services (6200)	6200	10000	\$	10000	3000	\$	3000	
Schedule #9	Supplies and Materials (6300)	6300	2500	\$	2500	500	\$	500	
Schedule #10	Other Operating Costs (6400)	6400	20900	\$	20900	20400	\$	20400	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	1000	\$	1000	\$	\$	\$	
Total direct costs:			84700	\$	84700	84700		84700	
Percentage 2.616 % indirect costs (see note):				2214			2214		
Grand total of budgeted costs (add all entries in each column):			84700	2214	86914	84700	2214	86914	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			86914		86914				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			8619		8619				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 054902				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$	\$
20	6119	Professional staff extra-duty pay (incentives for 4 teachers to develop standard based grading plan Yr 1 \$2000, Master Teacher Certification yr 1 \$20000 and year 2 \$32000, industry certification yr 1 \$1500, advanced coursework yr 1 \$12000 and year 2 \$10000, retention stipends yr 2 \$4000, incentives for early notification \$4000 each yr, and stipends for lead mentor teachers \$6000 each yr)		45500	56000
21	6121	Support staff extra-duty pay (incentive for pursuing teacher certification)		4800	4800
22	6140	Employee benefits		\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			46300	60800
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			50300	60800

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page. Funds in Lines 20 and 21 will be paid upon documentation of registration and completion of coursework or duties.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

NOTE: Specifying an Individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		1000	1000
	Specify purpose: Induction materials (500) and recruitment materials (500)			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Consultant - project based learning	<input type="checkbox"/>	2000	2000
2	Consultant - collaboration training	<input type="checkbox"/>	2000	\$
3	Consultant - presentation skills training	<input type="checkbox"/>	2000	\$
4	Consultant - mentoring training	<input type="checkbox"/>	2000	\$
5	Contract - production of recruitment video	<input type="checkbox"/>	1000	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			9000	2000
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		1000	1000	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		9000	2000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		10000	3000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 054902

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	television w/ sound projection	recruitment	1	600	1200	\$
	2	media player	recruitment	1	600		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					1300	500
Grand total:						\$	2500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

General office supplies to be used in recruitment, induction, mentoring and professional development programs - approx \$660 in yr 1 and \$500 in yr 2

Banner for teacher recruitment programs - approx \$240 in year 1

Cart - approx \$400 in year 1

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 054902		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	3000	3000
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	3000	3000
	Specify purpose: Accompany teachers to pedagogy conferences		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		6000	6000
Remaining 6400—Other operating costs that do not require specific approval:		14900	14400
Grand total:		20900	20400

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Travel for teachers to attend pedagogy conferences - estimate 12 teachers each year at approx cost of \$1200 each - \$14400 each year

Travel to area districts to observe mentoring training - \$500 in year one

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 054902			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Mentoring and presentation skills videos	N/A	N/A	1000	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				1000	\$
Grand total:				1000	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 054902			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:					
Category	Number	Percentage	Category	Percentage	
African American	17	5.6%	Attendance rate	95.9%	
Hispanic	249	83.28	5	3%	
White	32	10.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	57%	
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	5%	
Economically disadvantaged	262	87.63	Students taking the aCT and/or SAT	88.9%	
Limited English proficient (LEP)	20	6.69%	Average SAT score (number value, not a percentage)		
Disciplinary placements	4	1.1%	Average ACT score (number value, not a percentage)	16.5	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	1	2.7%	No degree	0	%
Hispanic	7	18.9%	Bachelor's degree	29	78.3
White	29	78.3%	Master's degree	8	21.6%
Asian	0	%	Doctorate	0	N/A
1-5 years exp.	8	19.2%	Avg. salary, 1-5 years exp.	33,497	N/A
6-10 years exp.	8	19.2%	Avg. salary, 6-10 years exp.	40,665	N/A
11-20 years exp.	9	21.6%	Avg. salary, 11-20 years exp.	45,557	N/A
Over 20 years exp.	10.8	25.7%	Avg. salary, over 20 years exp.	47,727	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	23	34	16	27	27	22	20	15	29	25	24	9	11	18	300
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	23	34	16	27	27	22	20	15	29	25	24	9	11	18	300

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	2	2	2	2	2	2	2	4	4	4	4	4	2	37
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	2	2	2	2	2	2	2	4	4	4	4	4	2	37

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Schedule #13—Needs Assessment

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Results from December 2013 administrator survey follow. Question: What types of training would you like to see in the future:

			Response	Response
			Percent	Count
Special Ed	25.0%	3		
Technology	66.7%	8		
Assessment	58.3%	7		
Teaching Strategies	50.0%	6		
Collaboration	33.3%	4		
Student Grouping	16.7%	2		
			Other (please specify)	1
			Hide Responses	

Principals gathered information about teacher certification and credentialing, as well as progress toward advanced degrees. All teachers are highly qualified; however only eight of 40 full-time faculty have advanced degrees. Only one teacher has completed Master Teacher Certification (in math); however, she is not currently teaching math.

Recruiting practices were reviewed. To date recruitment has been limited to attendance at university and service center job fairs and informal recruiting in university classes.

Retention data revealed that the elementary campus has only one new teacher in the 2013-2014 academic year; however, the secondary campus has five new teachers during the current year.

Principals talked with individual faculty members to get perceptions of existing induction and mentoring practices (or the lack thereof).

Principals discussed teacher assessment practices with the superintendent and determined that a more relevant system was needed to provide continuing assessment.

Priority needs:

1. A renewed emphasis on faculty growth and development, including the need to increase the number of faculty with advanced degrees and certifications and to provide sustained professional development opportunities responsive to specific teacher needs
2. A planned plan for recruiting, hiring and retaining teacher
3. A planned induction and/or mentoring program
4. A new, more relevant, teacher appraisal system
5. A cohesive professional learning community

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A renewed emphasis on faculty growth and development, including the need to increase the number of faculty with advanced degrees and certifications and to provide sustained professional development opportunities responsive to specific teacher needs	<ul style="list-style-type: none"> * Support for additional certification and credentialing * Support for teachers to gain additional graduate education * Meaningful professional development opportunities, including, but not limited to, the areas mentioned in the survey responses cited above * Attendance at professional conferences * Support for paraprofessionals who wish to pursue teaching certificates
2.	A planned plan for recruiting, hiring and retaining teacher	<ul style="list-style-type: none"> * Improved assessment plan * Financial incentive for early notification * Extended observation of pre-service teachers * Opportunities for career development by participation in professional organizations, attendance at professional conferences, professional development programs * Financial incentive for new hires after two years * Planned interaction with area colleges of education * Support for paraprofessionals to complete certification programs
3.	A planned induction and/or mentoring program	<ul style="list-style-type: none"> * Development of induction and mentoring guidelines * Development of formal mentoring teams * Development of induction materials for all new teachers * Mentor training for all teachers, who have completed three years' service, as mentors
4.	A new, more relevant, teacher appraisal system	<ul style="list-style-type: none"> * Participation in TEA Pilot Assessment Program * Training in 360-WalkThru Assessment Program
5.	A cohesive professional learning community culture	<ul style="list-style-type: none"> * Collaboration training for all administrators, teachers, staff * Training for all administrators, teachers in how to build a professional learning community

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Schedule #14—Management Plan

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Superintendent certification; terminal degree; professional development experience
2.	HS and Elem Principals	Mid-Management certification; completion or progress in terminal degree program
3.	Consultants	Approved and by TEA in implementation of the pilot appraisal system
4.	Consultants	Graduate degrees and extensive experience in providing professional development programs
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Support the professional growth of faculty	1. Teachers complete Master Teacher Programs	9/01/2014	08/31/2016
		2. Teachers complete advanced education courses	9/01/2014	08/31/2016
		3. Teachers complete courses leading to adv degrees	9/01/2014	08/31/2016
		4. Enrollment and completion in courses/program	9/01/2014	08/31/2016
		5. Registration and attendance at conferences	6/01/2014	08/31/2016
2.	Develop a staffing plan to recruitment, hiring and retention guidelines	1. Develop written plan	6/01/2014	9/01/2014
		2. Implement financial incentive programs	11/30/2014	06/01/2016
		3. Teacher attendance professional conferences	6/01/2014	08/31/2016
		4. Scheduled interaction with area colleges of educ	8/15/2014	08/31/2016
		5. Paraprofess's enrollment in teacher educ programs	6/01/2014	08/31/2016
3.	Develop a plan for induction and mentoring of professional personnel	1. Completion of written induction plan	5/01/2014	8/15/2014
		2. Completion of written plan for mentoring program	5/01/2014	8/15/2014
		3. Identify lead mentors and mentoring teams	5/01/2014	8/15/2014
		4. Training for mentors	8/01/2014	9/01/2014
		5. Documentation of initial/mentee meetings	10/01/2014	9/01/2014
4.	Implement a more relevant teacher appraisal system	1. TEA Pilot Program milestones/timetable	TEA timeline	TEA timeline
		2. 360 Walk-Thru Training	5/01/2014	5/30/2105
		3. Documentation of appraisals	8/15/2014	8/31/2106
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Develop a professional learning community	1. Develop standards based learning plans	6/1/2014	8/15/2014
		2. Collaboration training scheduled/delivered	5/15/2014	9/30/2014
		3. Learning communities training session(s) scheduled/delivered	8/15/2014	08/31/2016
		4. Documented activities	5/01/2014	08/31/2016
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each administrator will have a grant notebook and will maintain relevant document in the notebook. At least monthly, administrators will meet to monitor goals and objectives in the grant. When modifications or changes are needed, administrators will address them with the appropriate district personnel in private and in weekly faculty meetings.

The district website will include a grant page to inform all stakeholders about grant requirements, modifications and changes as well as to report on grant activities.

Campus and district administrators regularly review campus improvement plans and note needed improvement. Administrators then meet with respective faculty to review needed changes and plan for activities to meet campus and district needs.

Campus and district administrators regularly review PDAS files of teachers. Administrators then meet with individual teachers as appropriate to identify growth plans and encourage participation in relevant professional development programs. At the same time, administrators will encourage teachers to take advantage of opportunities for additional certification programs, college courses and degree plans.

Campus and district administrators review student achievement as reflected in scores on standardized tests as well as local reporting period grades. Based on the review, administrators visit with counselors and students as appropriate to modify schedules and course selections.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The administration at Lorenzo ISD has historically encouraged teachers to continue their educations and allows flexibility for teachers to complete coursework and participate in extended professional development opportunities.

Teachers had input into the design of the grant application and the application reflects their shared concerns about continuing education and professional development.

Each principal will be charged with responsibility of tracking his/her teachers' activity and maintaining records of expenditures related to those activities. The district business manager has 15 years' experience in school business. With his guidance, administrators will review grant expenditures each month to ensure that district funds support grant activities and that grant funds do not supplant funds allocated in the district's approved budget.

Lorenzo faculty and staff meet each Friday in a "Family Friday" session with the specific purpose of keeping all faculty and staff well informed. These weekly meetings will continue and regular grant reports will be a part of the administrative report. Successes will be celebrated within the school and by publicizing them on the district website so that all stakeholders recognize the accomplishments of teachers. Open communication and positive reinforcement is critical to participants' continuing commitment to the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Support the professional growth of faculty	1.	Increased # of Master Teachers
		2.	Increased # of teachers with advanced degrees and/or graduate hours
		3.	Increased skills gained at conferences and professional development programs
2.	Develop a staffing plan to recruitment, hiring and retention guidelines	1.	Written staffing plan
		2.	Documentation of hires resulting from additional recruitment activities
		3.	Documentation of teacher retention over the course of the grant
3.	Develop a plan for induction and mentoring of professional personnel	1.	Written induction program plan
		2.	Written mentoring program plan
		3.	Documentation of Implementation of both plans
4.	Implement a more relevant teacher appraisal system	1.	Participation in TEA Pilot Program
		2.	Completion of training and implementation of 360 Walk-Thru program
		3.	
5.	Develop a professional learning community	1.	Completion of collaboration training
		2.	Completion of professional learning community training
		3.	Observation and documentation of faculty interaction

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will comply with all evaluation requirements, including all measures set out in the Grant Guidelines.

Teacher professional development files will document all progress in meeting objectives in the grant. A form will be developed specifically for documentation of grant-related activities. Each campus principal will keep a master spreadsheet of teacher progress in meeting grant objectives.

A local professional development calendar will be maintained with a master schedule, attendance records and teacher evaluation of each local professional development activity. Similarly a master calendar will be maintained to document attendance at all conferences and to note how attendees share with their peers the skills and knowledge gained at the conferences.

Data in the 2012-13 Texas Academic Performance Report (TAPR) will be a benchmark to monitor teacher education and retention over time.

Lead mentors will maintain records of mentoring activities and at the end of each academic year, mentees will complete a written evaluation to identify strengths and weaknesses in the mentoring program. Similarly, at the end of each academic year, first and second year teachers will complete a written evaluation to identify strengths and weaknesses of the induction program. Results of the evaluations will be used to the program as appropriate.

Records of participation in the TEA Pilot Project will be maintained and documentation kept to meet TEA requirements during the term of the pilot program. Following the pilot, teacher appraisals will be maintained and used as a reference in discussion with teachers to guide their participation in continuing professional development activities available in this grant. Results of 360 Walk-Thru appraisals will also be used to guide teachers' continuing professional development. At the end of each year, all teachers will complete a written evaluation of grant activities to identify strengths and weaknesses to provide input into planning for the coming year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each fall, before the beginning of the semester, teachers new to Lorenzo ISD (whether first-year teachers or new to the district) will participate in an induction program. Prior to developing the program, district administrators will meet with existing teachers and ask them to identify the questions and concerns they had in coming to Lorenzo and will visit area districts with recognized mentoring programs.

An effective mentor can support teachers in a variety of situations, although no one mentor can provide support to any teacher in all areas. Lorenzo ISD will train all teachers with a minimum of three years in the classroom in Lorenzo ISD in effective mentoring skills to develop a "mentoring team" concept. All new teachers, whether new to the classroom or new to the district, will be assigned a lead mentor who will coordinate mentoring and professional development needs for the new teacher by directing him/her to the most appropriate person on campus to help with individual needs. In this way, the unique needs of each teacher will be addressed by the teacher best suited for the situation.

Job descriptions will be developed for lead mentors. At a minimum, they will be expected to meet formally and document discussion at least twice each month with their respective mentees. Because Lorenzo ISD is a small school, it is expected that mentors will have daily informal contact with their mentees.

Research-based Formal Induction and Mentoring training will be provided to all teachers using resources and skills of Ginger Tucker, Canyon, TX. (<http://www.gingertucker.com/schooltrainingsandservices.html>) and/or other research-based trainers/programs. Topics will include, but will not be limited to district policies and procedures, a review of curriculum resources available to teachers, special education requirements and support, classroom management and discipline management.

Time will be scheduled each week to allow for regular collaboration among teachers to discuss and share pedagogical strategies.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Lorenzo is a single campus district with both elementary and secondary principals. The district currently follows all guidelines for PDAS. Regular principal-teacher interaction is the norm. Both principals meet informally with teachers each week in individual and small group settings and meet for formal reviews with each teacher each semester.

360 Walkthrough Appraisal: In Spring 2014, Lorenzo will train administrators and mentor teachers in the 360 Walkthrough Appraisal Program. This online program will allow formal, documented teacher appraisals at regular intervals throughout the year.

The 360 Walkthrough equips campus leaders with tools necessary to assess the effectiveness of classroom instruction. Based on the Framework of Continuous Improvement and best practices, the Walkthrough provides a panoramic view of instructional needs.

Appraisers learn how to use the observation process to identify areas of focus and initiate collegial, reflective conversations with teachers to refine practice and improve student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

State Pilot Program: Lorenzo ISD has been selected by TEA to participate in the 2014-2015 pilot of the new state-wide teacher and principal evaluation systems (currently called Texas Teacher Evaluation and Support System pilot and the Texas Principal Evaluation and Support System pilot).

Participating districts are expected to adopt the pilot systems as their locally-developed systems per Chapter 150 of the Commissioner's Rule.

The district will pilot both the teacher and principal evaluation systems to inform a paradigm shift in moving from compliance to that of a system of support and continuous growth. Utilizing both appraisal systems that will be aligned will complement those efforts. While the United States Department of Education does not require both systems to be piloted simultaneously – one or both is fine; however, piloting multiple measures of practice and student growth on both appraisals is required.

Both the elementary and secondary campuses will participate in the pilot. The purpose of the pilot is to include enough of the multiple measures of practice and student growth data needed to make a determination of the validity and reliability of the evaluation systems to make performance ratings; therefore, while it is recommended all campuses participate, TEA will consider a portion of a districts campuses participating if the district submits a rationale and evidence supporting the rationale indicating that some campuses would not benefit from conducting the pilot. In addition to this evidence, TEA will take the number of teachers and students participating district-wide into account when considering granting exceptions of some district campuses from pilot participation.

As a participant in the pilot program, Lorenzo ISD will benefit from direct support from TEA staff and contracted vendors to assist in implementation including training for all appraisers and educators in your district, access to online tools and resources, and on-going support throughout the school year. Additionally, this pilot allows TEA an opportunity to collaborate; the district will provide direct feedback to Agency staff to inform the development and implementation of the final version of the new state-approved teacher and principal evaluation systems.

Direct training will be provided to appraisers/central office personal and teachers by the TEA contracted vendor. This training will include summer training for appraisers as well as in-service training days for teachers. TEA will cover all training costs provided by vendors.

In addition, TEA will provide extensive face-to-face, online and phone support from TEA, ESCs and contracted vendors throughout the pilot year to ensure high-quality implementation and success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration provides an opportunity and a challenge to bring people together in ways that are more than the sum of individuals. Collaboration is more than cooperation; it is a *learned* process that gets people to work together in new ways. Resources are available to help teachers learn collaboration skills, and that will be critical to developing a collaborative environment in Lorenzo ISD. Published resources on collaboration and professional learning communities will provide the foundation for training.

Teaching schedules will be adjusted to allow teachers to discuss and share teaching pedagogies each week.

Lorenzo ISD will encourage collaboration within the district.

Lorenzo ISD is working with Dr. Dan Carpenter, Texas Tech University College of Education, to develop professional learning communities to help the district achieve curriculum and assessment goals. Dr. Carpenter specializes in assessment models, project-based learning, building learning communities and science education.

Developing a strong mentoring program will require first that the expertise and strengths of all teachers and administrators are recognized and valued. As the mentoring program is implemented, teachers will form collaborative working partnerships.

New working relationships between regular education and special education teachers will be fostered.

Teachers will be encouraged to attend professional development programs and will be expected to share the benefits of those programs.

Lorenzo ISD will encourage collaboration with area colleges and universities.

College of Education faculty members will be invited to campus to share their expertise in individual classes and will be called upon for professional development presentations that will benefit the entire faculty.

Teachers will be encouraged to participate in university-sponsored programs and to involve their students in university activities related to class work.

Lorenzo ISD will strengthen existing partnerships with statewide organizations.

Teachers and students will develop and submit presentations proposals to share at regional and state conferences (for example: regional and state conferences, SXSW conference, TCEA (technology), CAMT (mathematics), CAST (science) TASA, Small Schools, and the Administrators' Mid-Winter Convention). Teachers who prepare students for presentations demonstrate unique skills and are recognized professionally for including students in their presentations.

Teachers will be expected to participate actively on committees and work groups in their content area professional associations.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Major models of professional development were described in the research of Sparks and Loucks-Horsley (1989) and Drago-Severson (1994); 1. training, 2. observation/assessment, 3) involvement in a development/improvement process, 4) study groups, 5) inquiry/action research, 6) individually guided activities, and 7) mentoring. These models continue to be recognized and have taken on new meaning with the integration of technology in education.

All teachers will participate in a series of professional development programs to ensure they are prepared for the environment and expectations at Lorenzo ISD. Teachers, principals, and curriculum directors will meet in late spring 2014 to develop an observation schedule and then to identify professional development needs based on classroom observations.

Mentoring: See mentoring discussion under Induction and Mentoring heading.

Assessment: See discussion under Evaluation heading related to the State Pilot Program. Direct training will be provided to appraisers/central office personnel and teachers by the TEA contracted vendor. This training will include summer training for appraisers as well as in-service training days for teachers. TEA will cover all training costs provided by vendors.

In addition, teachers have expressed concern for continuing discussion of the PDAS domains and how they are evaluated. Beginning classroom teachers, in particular, have little practical experience with addressing each of the domains. And experienced teachers benefit from regular discussion and understanding of how the Lorenzo administration approaches evaluation of teachers as it relates to the domains.

Campus/District technology: Through the Lorenzo ISD network, teachers and students can communicate with people all over the world through a number of discussion forums, as well as through electronic mail (e-mail). In addition, files are available for downloading on the Internet, many of which are of educational value. Access to these resources can yield individual and group projects, collaboration, curriculum materials and idea sharing not found in schools without Internet access. Because class, race, ability and disability are removed as factors in communication while using the Internet, it is a natural tool for addressing the needs of all students.

Lorenzo ISD has implemented a 1:1 computer initiative. With such great potential, however, also comes some potential for abuse. Lorenzo has strict guidelines for Internet and technology use to ensure that all who use the network will use it appropriately. Annual training is important to inform teachers new to the district and as a reminder to continuing teachers.

Curriculum: Building a teacher's content expertise and teaching skills will be a focus of all professional development activities.

Industry Certifications to meet requirements of HB 5: One teacher will attend training and take required tests to be certified to teach and test students in the Briggs & Stratton small engine technician program.

Master Teacher Certification: No teacher at Lorenzo ISD currently holds a Master Teacher certificate in the content area where he or she is teaching. The district believes it is critical to prepare Master Teachers in curriculum areas.

Content area masters' degrees contribute significantly to teachers' classroom expertise. However, Lorenzo ISD would argue that the Master Teacher certification are equally important and perhaps more relevant in the educational setting because the certificate goes beyond content to include teaching strategies.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Teachers with three years' teaching experience will have the opportunity to enroll programs leading to certification as Master Teachers in Reading, Math, Science or Technology.

The TEA has approved teacher education programs to offer the certifications. Each certification area requires approximately 24 hours of graduate education in the subject area. These certification programs are developed as part of the Texas Master Teacher Initiatives TEXMAT, which offer educators assistance to improve student performance in the discipline. The certificates were designed to prepare teachers to teach in four critical areas at the elementary, middle, or high school level and to mentor, coach, and consult with other teachers in these areas as well. Courses included in these programs for advanced certificates may be applied toward a graduate degree, and/or combined with a graduate degree program.

Advanced Coursework: In addition, district administrators will develop policies to support teachers who enroll in graduate level coursework that could lead to masters' degrees or terminal degrees in education. Appropriate courses would be those address district instructional needs, enhance teachers' pedagogical skills and their abilities to meet the needs of all students.

Conferences: Teachers and administrators will attend curriculum-based conferences in teams and will be expected to share the benefit of those conferences with their colleagues.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Lorenzo ISD believes that providing teachers the opportunity for professional growth that will add value to their education and credentials is an effective financial incentive.

Lead mentors will receive an extra-duty stipend of \$1500 at the end of the academic year if they satisfactorily meet the expectations set out in the job description developed for mentors.

Grant funds will be used to support teachers seeking Master Teacher and industry certifications. Certification programs are discussed under the Professional Development heading. Teachers will receive stipends based on satisfactory completion of courses.

Grant funds will be available to encourage teachers to take graduate education courses and for paraprofessionals to seek teacher certification. Teachers and paraprofessionals will receive stipends based on satisfactory completion of courses.

Stipends of \$1000 will be paid (at the end of two years) to teachers who are hired in Fall 2014 and Fall 2015 and are retained and complete two years at Lorenzo ISD.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruiting through Colleges of Education: Experience confirms that the most effective recruitment and hiring of teachers result from good working relationships with colleges of education and a reputation for excellence among the education community.

Lorenzo ISD will continue existing partnerships with the three colleges of education on the South Plains: Texas Tech University, Lubbock Christian University and Wayland Baptist University. Administrators regularly teach classes in the colleges of education; and university faculty work with the administration on specific projects. For example, Dr. Dan Carpenter at Texas Tech University, is working with the district on developing standards based assessments. New opportunities will be developed.

Lorenzo ISD dismisses students early each Friday to provide time for team building among faculty and staff. On some occasions, formal programs are presented; and on others, the time is available for informal networking. The administration will schedule one program each month to be presented by an education faculty member at one of the three universities. While the programs will be informational to Lorenzo ISD faculty, the greater benefit will be in having education faculty members in the district!

Teacher Incentives:

A \$1000 Incentive will be offered to teachers who indicate early in the academic year (by the end of November) that 1. they will be leaving the district at the end of the year and 2. they are willing to work with a student teacher during the spring semester. Administration will then contact area colleges of education and request that student teachers be placed in those classrooms. The student teachers will be in a classroom with the opportunity for extended observation by and experience in the district. (Three years ago, a district science teacher gave notice in August that she would be moving from the area at the end of the school year. A student teacher was placed with her during the spring and subsequently hired for the coming year. The new teacher is still with the district and is taking on additional responsibilities as she demonstrates a continuing commitment to Lorenzo ISD.)

Teachers who are hired and begin teaching in the district in fall 2014 and fall 2015 and are retained and complete two years will receive a \$1000 bonus.

Additional efforts:

District administrators will continue to attend job fairs at area colleges and universities and at regional education service centers.

In the past, the district has recruited from a table with a simple table covering and a tablet computer presentation. To enhance the district's presence and professionalize their presentations at job fairs, recruitment materials, a district video and other digital presentations will be developed. Display signage (for example, banner stands) will be designed and purchased.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Master Teacher Certification: Teachers will have the opportunity to enroll programs leading to certification as Master Teachers in Reading, Math, Science or Technology.

Advanced Coursework: District administrators will develop policies to support teachers who enroll in graduate level coursework that could lead to masters' degrees or terminal degrees in education. Appropriate courses would be those address district instructional needs, enhance teachers' pedagogical skills and their abilities to meet the needs of all students.

Undergraduate Education: Administration has already identified two (of twelve or more) paraprofessionals who are anxious to pursue undergraduate degrees and teacher certification to advance their careers in Lorenzo ISD. District administrators will develop policies to support those paraprofessionals in their pursuit of teaching credentials.

Development of Presentation Skills: Ginger Tucker, Canyon, TX, has developed a national reputation for guiding teachers in their own professional development. Her two-day interactive Presentation and Facilitation Skills Workshop will provide trainers, teachers, and other providers of professional development with the knowledge and skills to lead and facilitate groups and make successful training (and classroom) presentations. The program includes the *Revised Teaching and Training for Learning Manual*

This resource is a tool kit for any trainer or teacher, giving a concise look at the aspects of effective teaching and training. Topics include: creating an environment for learning, working with adult learners, handling difficult participants, planning and preparing, and many more.

This highly interactive training is designed to enable the participants to learn, practice, and receive coaching in an environment of support and safety. Participants will:

- * Gain a basic understanding of what facilitation is and is not.
- * Learn how to use several facilitation tools.
- * Discover different styles and types of presenting and teaching.
- * Learn how to communicate effectively with groups.
- * Learn how to avoid barriers to communication.
- * Gain skills in handling friendly and hostile questions and groups.
- * Acquire several strategies for presenting material.
- * Gain an understanding of working with adult learners.
- * Learn how to create a safe learning environment.
- * Grow as professionals.
- * Have an enjoyable learning experience!

Exposure to Broader Audience: Teachers will develop and submit presentations proposals to share at regional and state conferences (for example: regional and state conferences, SXSW conference, TCEA, TASA, Small Schools, and the Administrators' Mid-Winter Convention) in 2011 and 2012.

The TCEA (Texas Computer Education Association) annual convention and TCEA area conferences held in regional service center areas are, perhaps, the most appropriate venue for sharing with teachers throughout the state the use of digital content in lieu of textbooks and the use of students' personal technological tools. The annual convention includes a model classroom area as well as specific student presentation opportunities. Teachers will also submit presentations and attend content area conferences where they can showcase how they are using technology in the classroom.

In addition, students teams will participate in regional and statewide contests (such as, robotics, video and graphics contests) where they will have the opportunity to demonstrate the use of technology.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In December of each year, administrators survey teachers to identify professional development needs.

In December 2013, teachers identified the following needs:

Special Ed	25.0%
Technology	66.7%
Assessment	58.3%
Teaching Strategies	50.0%
Collaboration	33.3%
Student Grouping	16.7%

However, the district budget does not allow for conferences and professional development beyond what is required by the state for each teacher. Sustained professional development and specialized training simply cannot be budgeted.

Principals review AEIS reports and teacher PDAS files and service records routinely to ensure all teachers are highly qualified. In regular evaluation meetings, teachers express the desire for advanced certifications and degrees and the desire to take additional courses in their teaching fields. Again, the regular budget does not allow the district to support teachers in these efforts.

Recruiting practices were reviewed. To date recruitment has been limited to attendance at university and service center job fairs and informal recruiting in university classes. The district does not have sophisticated recruiting tools and cannot afford to purchase them.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 054902

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Begin	End
360 Walkthrough training	Spring 2014	Spring 2014
State Pilot Program training and implementation	Spring - TEA timeline	
Develop standards based learning plan	6/1/14	7/15/14
Visit schools to review mentor plans	6/1/14	
Complete mentor plan framework	6/1/14	7/15/14
Develop induction plan	6/1/14	7/15/14
	each semester for 2 years	
Teachers enroll in courses leading to Master Teacher Cert	6/1/14	8/31/16
Teachers enroll in courses leading to advanced degrees	6/1/14	8/31/16
Teachers enroll in formal courses in teaching area	6/1/14	8/31/16
Paraprofessionals enroll in formal certification program	6/1/14	8/31/16
Mentor training for teachers	7/1/14	9/1/14
Implement induction plan	8/15/14	8/31/16
Collaboration training	8/15/14	9/30/14
Recruit and assign mentors	9/1/14	9/30/15
Develop teacher incentive plan - early notification	9/1/14	9/31/14
Invite university faculty to campus	monthly beginning fall 2014	
Seek opportunities to visit college/university classes	monthly beginning fall 2014	
Notify teachers of plan	10/1/14	10/31/14
Documentation of mentor/mentee meetings	10/1/14	5/31/16
Accept notifications of separation	11/3/14	11/30/15
Develop teacher recruitment materials	Spring 2015	
Attend teacher recruitment fairs	May/June of each year	
Pay earned incentives	Dec/May/Aug	
Complete all required evaluations	Annually	
Identify relevant prof dev conferences	throughout grant period	
Attend relevant pro dev conferences	throughout grant period	
Teachers share from pro dev conferences	following each conference	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 054902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District administrators began working on the application framework in early January 2014. Concepts were presented to teachers at campus and district meetings the second week of January. Teachers were given the opportunity for input. The plan was revised (incorporating teacher input) and presented to teachers again in faculty meetings.

Teachers enthusiastically endorsed the plan and expressed unanimous approval for the application and the opportunities for professional growth incorporate in the application. Teachers have already expressed specific desires for Master Teacher and industry Certification programs and for opportunities to take additional college coursework. One paraprofessional has already expressed a desire to begin work on teacher certification with support from grant funds.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is a district wide application. Lorenzo ISD has two buildings (elementary and secondary) on the same site. All teachers will have the opportunity to benefit from grant activities.

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